



General Assembly

February Session, 2008

***Raised Bill No. 329***

LCO No. 1874

\*01874\_\_\_\_\_PRI\*

Referred to Committee on Program Review and Investigations

Introduced by:  
(PRI)

***AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE  
PROGRAM REVIEW AND INVESTIGATIONS COMMITTEE  
CONCERNING THE BEST PROGRAM.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (l) of subsection (l) of section 10-145b of the  
2 general statutes is repealed and the following is substituted in lieu  
3 thereof (*Effective July 1, 2008*):

4 (l) (1) For certified employees of local and regional boards of  
5 education, except as provided in this subdivision, each professional  
6 educator certificate shall be valid for five years and continued every  
7 five years thereafter upon the successful completion of professional  
8 development activities which shall consist of not less than ninety hours  
9 of continuing education, as determined by the local or regional board  
10 of education in accordance with this section, or documented  
11 completion of a national board certification assessment in the  
12 appropriate endorsement area, during each successive five-year  
13 period. (A) Such continuing education completed by certified  
14 employees with an early childhood nursery through grade three or an  
15 elementary endorsement who hold a position requiring such an  
16 endorsement shall include at least fifteen hours of training in the

17 teaching of reading and reading readiness and assessment of reading  
18 performance, including methods of teaching language skills necessary  
19 for reading, reading comprehension skills, phonics and the structure of  
20 the English language during each five-year period. (B) Such continuing  
21 education requirement completed by certified employees with  
22 elementary, middle grades or secondary academic endorsements who  
23 hold a position requiring such an endorsement shall include at least  
24 fifteen hours of training in the use of computers in the classroom  
25 during each five-year period unless such employees are able to  
26 demonstrate technology competency, in a manner determined by their  
27 local or regional board of education, based on state-wide standards for  
28 teacher competency in the use of technology for instructional purposes  
29 adopted pursuant to section 4d-85. (C) Such continuing education  
30 completed by (i) the superintendent of schools, and (ii) employees  
31 employed in positions requiring an intermediate administrator or  
32 supervisory certificate, or the equivalent thereof, and whose  
33 administrative or supervisory duties equal at least fifty per cent of  
34 their assigned time, shall include at least fifteen hours of training in the  
35 evaluation of teachers pursuant to section 10-151b and training in new  
36 teacher induction for a number of hours to be determined by the  
37 Commissioner of Education during each five-year period. (D) In the  
38 case of certified employees with a bilingual education endorsement  
39 who hold positions requiring such an endorsement (i) in an elementary  
40 school and who do not hold an endorsement in elementary education,  
41 such continuing education taken on or after July 1, 1999, shall only  
42 count toward the ninety-hour requirement if it is in language arts,  
43 reading and mathematics, and (ii) in a middle or secondary school and  
44 who do not hold an endorsement in the subject area they teach, such  
45 continuing education taken on or after July 1, 1999, shall only count  
46 toward the ninety-hour requirement if it is in such subject area or  
47 areas. During each five-year period in which a professional educator  
48 certificate is valid, a holder of such certificate who has not completed  
49 the ninety hours of continuing education required pursuant to this  
50 subdivision, and who has not been employed while holding such

51 certificate by a local or regional board of education for all or part of the  
52 five-year period, shall, upon application, be reissued such certificate  
53 for five years minus any period of time such holder was employed  
54 while holding such certificate by a local or regional board of education,  
55 provided there shall be only one such reissuance during each five-year  
56 period in which such certificate is valid. A certified employee of a local  
57 or regional board of education who is a member of the General  
58 Assembly and who has not completed the ninety hours of continuing  
59 education required pursuant to this subdivision for continuation of a  
60 certificate, upon application, shall be reissued a professional educator  
61 certificate for a period of time equal to six months for each year the  
62 employee served in the General Assembly during the previous five  
63 years. Continuing education hours completed during the previous five  
64 years shall be applied toward such ninety-hour requirement which  
65 shall be completed during the reissuance period in order for such  
66 employee to be eligible to have a certificate continued. The cost of the  
67 professional development activities required under this subsection for  
68 certified employees of local or regional boards of education shall be  
69 shared by the state and local or regional boards of education, except  
70 for those activities identified by the State Board of Education as the  
71 responsibility of the certificate holder. Each local and regional board of  
72 education shall make available, annually, at no cost to its certified  
73 employees not fewer than eighteen hours of professional development  
74 activities for continuing education credit. Such activities may be made  
75 available by a board of education directly, through a regional  
76 educational service center or cooperative arrangement with another  
77 board of education or through arrangements with any continuing  
78 education provider approved by the State Board of Education. Local  
79 and regional boards of education shall grant continuing education  
80 credit for professional development activities which the certified  
81 employees of the board of education are required to attend,  
82 professional development activities offered in accordance with the  
83 plan developed pursuant to subsection (b) of section 10-220a, or  
84 professional development activities which the board may approve for

85 any individual certified employee. Each board of education shall  
86 determine the specific professional development activities to be made  
87 available with the advice and assistance of the teachers employed by  
88 such board, including representatives of the exclusive bargaining unit  
89 for such teachers pursuant to section 10-153b. The time and location for  
90 the provision of such activities shall be in accordance with either an  
91 agreement between the board of education and the exclusive  
92 bargaining unit pursuant to said section 10-153b or, in the absence of  
93 such agreement or to the extent such agreement does not provide for  
94 the time and location of all such activities, in accordance with a  
95 determination by the board of education.

96 Sec. 2. Subsection (d) of section 10-145f of the general statutes is  
97 repealed and the following is substituted in lieu thereof (*Effective July*  
98 *1, 2008*):

99 (d) Any person who is first issued a certificate valid after July 1,  
100 1989, or who is reissued a certificate after July 1, 1989, shall, except as  
101 otherwise provided in this subsection, be required to achieve a  
102 satisfactory evaluation on a professional knowledge clinical  
103 assessment not later than the end of the [second] third year of teaching  
104 in a public school if hired prior to January first or, if hired on or after  
105 January first, not later than the end of the [second] third full school  
106 year of teaching following the year in which such person was hired in  
107 order to retain the certificate. The commissioner (1) may waive the  
108 requirement that such satisfactory evaluation on a professional  
109 knowledge clinical assessment be achieved upon a determination that  
110 such assessment is not valid for the person's teaching assignment, or  
111 (2) upon a showing of good cause, may extend the time limit for the  
112 assessment for a period of time not exceeding two years. The  
113 requirement of a clinical assessment shall not apply to any such person  
114 who has completed at least three years of successful teaching in a  
115 public school or a nonpublic school approved by the appropriate state  
116 board of education during the ten years immediately preceding the  
117 date of application or who successfully taught with a provisional

118 teaching certificate during the year immediately preceding an  
119 application for a provisional educator certificate as an employee of a  
120 local or regional board of education or facility approved for special  
121 education by the State Board of Education. [Notwithstanding the  
122 provisions of this subsection, the State Board of Education may reissue  
123 an initial educator certificate to a person who held such certificate and  
124 did not achieve a satisfactory evaluation on a professional knowledge  
125 clinical assessment provided the person submits evidence  
126 demonstrating significant intervening study and experience, in  
127 accordance with standards established by the State Board of  
128 Education.]

129 Sec. 3. Subsection (d) of section 10-220a of the general statutes is  
130 repealed and the following is substituted in lieu thereof (*Effective July*  
131 *1, 2008*):

132 (d) (1) The Department of Education may fund, within available  
133 appropriations, in cooperation with one or more regional educational  
134 service centers, a beginning teacher support and assessment program  
135 to train Connecticut public school teachers and other qualified persons  
136 approved by the Commissioner of Education and certified teachers at  
137 private special education facilities approved by the commissioner and  
138 at other facilities designated by the commissioner, who serve as  
139 mentors or assessors for beginning teachers and who supervise, train  
140 and assist or assess beginning teachers in their initial years in teaching  
141 and to pay stipends to assessors. Beginning teachers shall participate in  
142 a beginning teacher support and assessment program as made  
143 available by the State Board of Education. School districts shall be  
144 responsible for providing support to beginning teachers during at least  
145 their first two years in the beginning teacher support and assessment  
146 program. Such support shall include, but need not be limited to, the  
147 placement of beginning teachers with trained teacher mentors. Each  
148 beginning teacher shall be supported by a mentor or team of mentors.  
149 The mentor or at least one member of the team of mentors shall have  
150 expertise or recent experience in the same grade level as the grade

151 level in which the beginning teacher teaches if such teacher teaches  
152 elementary education or in the same subject matter area that the  
153 beginning teacher teaches if such teacher does not teach elementary  
154 education. If it is not feasible to have a mentor or mentor team member  
155 for the beginning teacher with such expertise or recent experience, the  
156 mentor or at least one member of the team of mentors shall have  
157 expertise or recent experience in a similar grade level as the grade level  
158 in which the beginning teacher teaches if such teacher teaches  
159 elementary education, or in a similar subject matter area that the  
160 beginning teacher teaches if such teacher does not teach elementary  
161 education.

162 (2) The assessment of each beginning teacher shall be based upon,  
163 but not limited to, data obtained from observations conducted by  
164 assessors using an assessment instrument. A beginning teacher shall be  
165 assessed by educators with teaching experience in the same general  
166 subject area as such beginning teacher.

167 (3) The Department of Education may fund, within available  
168 appropriations, in cooperation with one or more regional educational  
169 service centers: [(1)] (A) A cooperating teacher program to train  
170 Connecticut public school teachers and certified teachers at private  
171 special education facilities approved by the Commissioner of  
172 Education and at other facilities designated by the commissioner, who  
173 participate in the supervision, training and evaluation of student  
174 teachers; [(2)] and (B) institutes to provide continuing education for  
175 Connecticut public school educators, assessors and cooperating  
176 teachers and teacher mentors, including institutes to provide  
177 continuing education for Connecticut public school educators offered  
178 in cooperation with the Connecticut Humanities Council. [; and (3) a  
179 beginning teacher support and assessment program to train  
180 Connecticut public school teachers and other qualified persons  
181 approved by the Commissioner of Education and certified teachers at  
182 such private special education and other designated facilities who  
183 serve as mentors or assessors for beginning teachers and who

184 supervise, train and assist or assess beginning teachers in their initial  
185 years in teaching and to pay stipends to assessors.]

186     (4) Funds available under this subsection shall be paid directly to  
187 school districts for the provision of substitute teachers when  
188 cooperating teachers, teacher mentors, beginning teachers and  
189 assessors are released from regular classroom responsibilities and for  
190 the provision of professional development activities for cooperating  
191 and student teachers, teacher mentors, assessors and beginning  
192 teachers.

193     (5) The cooperating teacher and beginning teacher support and  
194 assessment programs shall operate in accordance with regulations  
195 adopted by the State Board of Education in accordance with chapter  
196 54, except in cases of placement in other countries pursuant to written  
197 cooperative agreements between Connecticut institutions of higher  
198 education and institutions of higher education in other countries. A  
199 Connecticut institution may enter such an agreement only if the State  
200 Board of Education and Board of Governors for Higher Education  
201 have jointly approved the institution's teacher preparation program to  
202 enter into such agreements. Student teachers shall be placed with  
203 trained cooperating teachers. [Beginning teachers shall participate in a  
204 beginning teacher support and assessment program as made available  
205 by the board. School districts shall be responsible for providing  
206 support to beginning teachers which shall include, but not be limited  
207 to, the placement of beginning teachers with trained teacher mentors  
208 who may be full or part-time teachers in the same or a different  
209 building than the beginning teacher and provision of trained assessors  
210 to conduct assessments of beginning teachers.]

211     (6) Cooperating teachers, teacher mentors and assessors may serve  
212 concurrently in more than one capacity and may be assigned more  
213 than one student teacher or beginning teacher in each such capacity.  
214 [The assessment of each beginning teacher shall be based upon, but not  
215 limited to, data obtained from observations conducted by assessors

216 using an assessment instrument. A beginning teacher shall be assessed  
 217 by educators with teaching experience in the same general subject area  
 218 as such beginning teacher.] Cooperating teachers and teacher mentors  
 219 who are Connecticut public school teachers and assessors who are  
 220 employed by school districts shall be selected by local and regional  
 221 boards of education. School districts may also use retired teachers and  
 222 administrators, teachers on leave and teaching faculty employed by  
 223 institutions of higher education as teacher mentors. Cooperating  
 224 teachers and teacher mentors and assessors at [such private special  
 225 education and other designated facilities] private special education  
 226 facilities approved by the Commissioner of Education and at other  
 227 facilities designated by the commissioner, who participate in the  
 228 supervision, training and evaluation of student teachers, shall be  
 229 selected by the authority responsible for the operation of such facilities.  
 230 If a board of education is unable to identify a sufficient number of  
 231 individuals to serve in such positions, the commissioner may select  
 232 qualified persons who are not employed by the board of education to  
 233 serve in such positions. [Such regulations] Regulations adopted  
 234 pursuant to this subsection shall require primary consideration of  
 235 teachers' classroom experience and recognized success as educators.  
 236 The provisions of sections 10-153a to 10-153n, inclusive, shall not be  
 237 applicable to the selection, placement and compensation of persons  
 238 participating in the cooperating teacher and beginning teacher support  
 239 and assessment programs pursuant to the provisions of this section  
 240 and to the hours and duties of such persons. The State Board of  
 241 Education shall protect and save harmless, in accordance with the  
 242 provisions of section 10-235, any cooperating teacher, teacher mentor  
 243 or assessor while serving in such capacity.

244 Sec. 4. (*Effective from passage*) The Department of Education shall  
 245 compare the support for beginning teachers in local and regional  
 246 school districts that are part of the district reference group I, as  
 247 determined by the department, with the support for beginning  
 248 teachers in other local and regional school districts to determine  
 249 whether disparities exist between the level of such support provided in



250 districts that are part of said district reference group I and other  
 251 districts. If such disparities exist, the department shall examine the  
 252 cause of such disparities and report, in accordance with the provisions  
 253 of section 11-4a of the general statutes, any recommendations to  
 254 address such disparities to the joint standing committee of the General  
 255 Assembly having cognizance of matters relating to education no later  
 256 than February 1, 2009.

257 Sec. 5. (*Effective from passage*) The Department of Education shall  
 258 conduct a review of possible and practical alternatives to assessing  
 259 beginning teachers' knowledge and application of the state's teaching  
 260 standards as adopted by the State Board of Education. At a minimum,  
 261 the review shall identify the potential costs and logistics associated  
 262 with transitioning to an assessment model that differs from the  
 263 method of assessment of beginning teachers as part of the beginning  
 264 teacher support and assessment program established under subsection  
 265 (d) of section 10-220 of the general statutes, as amended by this act.  
 266 The department shall report its findings, in accordance with the  
 267 provisions of section 11-4a of the general statutes, to the joint standing  
 268 committee of the General Assembly having cognizance of matters  
 269 relating to education, no later than February 1, 2009.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2008</i>	10-145b(l)(1)
Sec. 2	<i>July 1, 2008</i>	10-145f(d)
Sec. 3	<i>July 1, 2008</i>	10-220a(d)
Sec. 4	<i>from passage</i>	New section
Sec. 5	<i>from passage</i>	New section

**Statement of Purpose:**

To provide better support for teachers participating in the beginning teacher support and assessment program.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*